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ABSTRACT

This paper presents a system for synthesizing the educational objectives of infant curricula and illustrates the procedure by reviewing the synthesis of several specific objectives of the Carolina Infant Curriculum. Five sources are used in the synthetic process: (1) consumer opinions, (2) developmental theory, (3) developmental facts, (4) adaptive sets, and (5) high-risk indicators. Examples are also given of the analysis of curriculum goals using this same system. (CS)

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Synthesizing Educational Objectives for Infant Curricula[1]

Joseph J. Sparling[2]

Curricula for children from birth to 24 months of age are few and recent. The need for a systematic method of synthesizing curriculum objectives for our youngest learners is evident in the minimal information on the sources and validity of goals or objectives presented by the few existing infant curricula. This paper will present a system for synthesizing (and likewise analyzing or rationalizing) infant curriculum objectives. The system will be illustrated with examples from the Carolina Infant Curriculum Project, a theory-based infant curriculum currently under development and evaluation.

Theoretical framework. The present system for synthesizing curriculum goals has its origins in the theoretical position presented by Ralph Tyler in 1950 and later elaborated by others. Within this framework, curriculum objectives are seen as the product of the interaction of a number of sources or factors. (These factors are the learner, the society and the subject matter according to Tyler's original formulation.) The present formulation expands and restates the interacting sources as 1) consumer opinions, 2) developmental theory, 3) developmental facts, 4) adaptive sets and 5) high risk indicators.

The five sources from which this system synthesizes curriculum objectives are pictured on Chart 1. The first source of curriculum goals is *consumer opinions*. Parents and very young children are of course the consumers of the infant curriculum. Through interviews, the hopes and aspirations parents have for their children may be determined. In addition to interview questions, the Carolina Project uses photographs to present clear options through which parents may express their opinions or value judgements. Without this knowledge a project might proceed down a blind alley, producing a program that would in the end be rejected by the public it seeks to serve.

The second source for deriving curriculum goals is *developmental theory*. For most infant curricula the theory is largely that of Jean Piaget selected for its cognitive emphasis and comprehensive age coverage. The theory can be pictured as a ladder. On any rung of a ladder, one can look backward to see how the current status was arrived at or forward to see which steps are next. The theory helps the curriculum developer do just that.

The third source, *developmental facts*, acts as a background against which the developmental theory is viewed. These facts are in a certain order but are not related to each other in the way the components of a theory are related.

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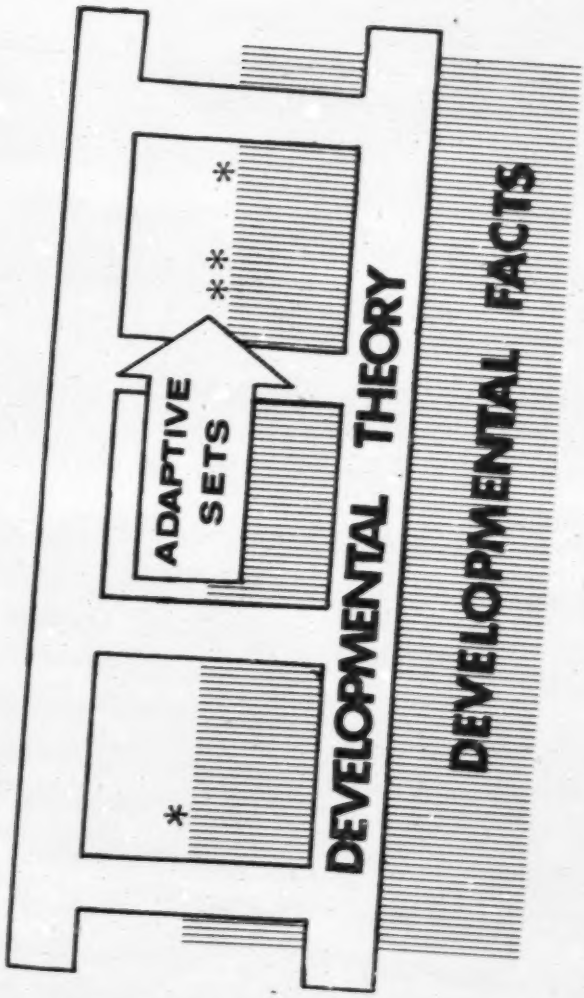
Chart 1

Five Sources for Synthesizing Curriculum Goals



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Developmental facts provide a great amount of detail with which to supplement the developmental theory. In this project, facts have been gleaned from 30 sources, including Bayley, Buhler, Gesell, Lenneberg, McCarthy, Shirley and others. The facts are arranged in four broad areas: language, motor, social/emotional, and cognitive/perceptive. Most of the specific curriculum goals and activities relate to more than one of these broad developmental areas. To illustrate this, activities from the second through the fourth months of life are cross referenced with the four developmental areas in Appendix A.

Of all the sources of educational objectives, the most important may be *adaptive sets*. This is especially true for the Carolina Infant Curriculum since it is created with the implicit purpose of changing or enhancing the adaptive sets of the infant. The child with strong adaptive sets has the tendency to move forward (for example, to explore rather than withdraw, to persist rather than give up easily). Therefore, adaptive sets can be thought of as that class of behaviors which predictably generate age-appropriate success. More simply, adaptive sets are "winning strategies" and are shown as an arrow moving along the ladder. The process of selecting statements of adaptive sets for this project, it should be clear, relies on professionally informed value judgements as well as relying on research findings. Since value judgements exist in any process of selection of educational objectives, the Carolina Infant Curriculum Project attempts to control this bias by making it overt and subject to examination. For example, the following are among the statements of adaptive sets in this project. All of these behaviors can be thought of as being exhibited to an age-appropriate degree with extensive use desired by age 24 months:

1. Uses adults as resources
2. Controls his immediate environment
3. Uses both expressive and receptive language extensively
4. Detaches self from mothering adult and explores independently
5. Exhibits high attention behavior
6. Responds frequently with positive approach to new object or person
7. Easily adapts to changes in environment
8. Executes multi-step activities
9. Anticipates consequences
10. Explores extensively with the distance receptors
11. Uses cooperative behavior
12. Uses basic sharing behavior (showing, giving, pointing)
13. Generates specific instances of a behavior by guidance of a general rule

The final source of educational objectives is an awareness of *high-risk indicators* coupled with an effort to eliminate these. These indicators are seen as asterisks or "warning signs" along the developmental continuum. To a substantial degree the high risk indicator behaviors are the mirror image of the adaptive set behaviors. That is, the class of behaviors called high risk indicators could be thought of as *mal*adaptive sets, or perhaps "losing strategies". Since many infant curricula are designed especially for children who are at high risk of developmental retardation, and since research is beginning to document some of the behavioral deficits which high-risk children consistently develop, these deficits (here called high-risk indicators) can be anticipated through educational objectives which aim at early preventive measures.

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In any use of the present system of synthesizing educational objectives, detailed lists of facts and information would be compiled under each of the five "source areas" and perhaps arranged on a large wall chart. Since these five areas are thought of as interacting sources, all five are utilized in the synthesis of each educational objective. By uniting a piece of information from each of the five areas, a single educational objective is created. This process is illustrated through a specific example in the following section.

Method. The five source areas were first shown in relationship to each other in diagramatic form. Chart 2 shows a reduced version of what these five areas might look like on a "working chart". The source materials for a single objective are identified by pinpointing on the working chart some bit of information in each of the source areas.

For example, in creating a single curriculum objective the Carolina curriculum team pinpoints, under *consumer opinions*, the parents' desire that their children grow up to be curious about things. (See * Chart 2.) From *adaptive sets* the tendency toward intellectual exploration is identified as a desirable set related to curiosity and is seen especially to involve the use of the eyes and the ears (the distance receptors). Next, the tendency of infants from a lower economic background to spend less time (than more advantaged infants spend) visually focusing on objects in their immediate environment is pinpointed as a possible *high-risk indicator*. From Piaget's *developmental theory* the period from one to three months of age, called the Stage of Primary Circular Reactions, is chosen and marked. During this time the infant is building simple behavior patterns - things he does with his body - that are repeated over and over. These simple Primary Circular Reactions become the building blocks for early goal-oriented behavior and problem-solving behavior which occurs in the 4th through 7th months. What particular behavior might the infant be able to repeat over and over that would increase his curiosity about the world around him and that would be useful to him later in goal-oriented behavior? From the many possibilities, the curriculum team pinpoints the infant's tendency at two months to hold his chest and head up when lying on his stomach. This is a *developmental fact*. Of course the two-month infant does not hold his head and chest up very high or for a very long period and he may not use this behavior as a means of extensive visual exploration, so the curriculum will aim toward increasing this infant behavior.

The curriculum objective synthesized from these five sources can be stated in its simplest form: "The infant will increase headlifting behavior when lying on his stomach." This behavior (headlifting) is a Primary Circular Reaction which is useful in exploratory behavior involving the eyes and ears. (That is, headlifting gets the infant into a position where he can hear and see things better.) He will learn that this is a rewarding position because of the interesting sights and sounds that become available to him. Later, the infant will use his headlifting behavior more readily as a means of seeking information when he begins his first goal-oriented behavior in the 4th through the 7th month.

Chart 2

Five Source Areas for Curriculum Goals

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Consumer Opinions

I want my child to be calm a part of the time.
*I want my child to be curious about things.
I want my child to do things early.

Adaptive sets

Controls his immediate environment (rather than remaining powerless)
*Explores with distance receptors (rather than depending too exclusively on taste and touch)
Uses language in association with actions or objects (rather than operating in silence)

High Risk Factors

*Exhibits low attention behaviors: visual fixation time, vocalization, heart-rate changes to novel stimuli.
Responds with excessive withdrawal to new person or object

Developmental Theory (1 - 3 mos.)

Piaget

*Stage of Primary Circular Reactions (circular reaction is series of repetitions of sensory motor sequences) (1) actions centered on child's own body (2) repeats happy accident over and over (3) "accidental" becomes consolidated into a schema.

Others

Trust depends not on quantity but quality of maternal relationship (Erickson)
Mothers must be able to represent to child a deep conviction that there is meaning to what they are doing (Erickson)

Developmental Facts (1 - 3 mos.)

Social/Emotional

turns head to speaking voice
quieted by voice or music
pulls clothes over face in play
brings hands together and watches them

Motor

can push or hit objects but may miss
*when on stomach holds chest up
carries object to mouth
reaches for dangling ring

Language

achieves control over volume of sound
vocalizes when spoken to or smiled at
gives vocal expression to feelings of pleasure
babbling begins

Cognitive/Perceptive

inspects hands
anticipatory movements to lifting
searches with eyes for sounds
prefers picture of human face to pattern or plain

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Using their knowledge of babies, the team devises a curriculum activity or product to elicit the behavior specified in the objective. In the example of the headlifting objective, the team devises a product (a special pillow, described in Appendix B) which by supporting most of the weight of the chest makes it easier for the infant to lift his head. The higher the chest is raised, the shorter the arc through which the head must travel in the head-lifting process. The pillow is shaped with a low middle and with high ends so the infant will not roll off. It is stuffed with newspaper so that its contents can be thrown away and the pillow case washed if the infant spits up on it. A mirror is positioned so that whenever the infant raises his head he sees his image. Principles of learning indicate that if something interesting or rewarding happens when the infant raises his head, he will be more likely to raise it again. Seeing moving images, especially a face, is probably interesting for most infants.

Data. Any set of infant curriculum goals or objectives derived from this system might be evaluated at a number of points during the curriculum development process. In the early stages of curriculum development the objectives might be reviewed by a panel of professionals in infant development and/or education. These professionals would provide an outside verification that the objectives form a reasoned and articulated program of infant stimulation. In the final field testing stage of curriculum development and evaluation, success on specific curriculum activities might be related in a correlational sense to some external criteria (perhaps item or subscale scores on the Bayley Scales). Between these earlier and later evaluation strategies many intermediate opportunities exist for gathering data which bear on the curriculum goals. The remaining paragraphs of this section provide several examples of intermediate data drawn from the formative evaluation of the Carolina Infant Curriculum.

Data are collected by both the teacher and an observer in the formative evaluation strategy of the Carolina Curriculum. Data forms are filled out when an item is first used with a child and again approximately two weeks later. The population of children is a high-risk group of infants and toddlers in a research day care program. Five areas of information are graphed as percentages for each curriculum activity and entered into the decision to accept, modify or reject the objective and/or the activity. Typically, a 75% performance level on four out of the five areas is taken as satisfactory evidence for accepting the objective and activity. (The five data areas are defined in Appendix C. Also included in this appendix are the complete data collection forms.) In the first example an activity and objective were accepted, in the second they were rejected, and in the third example an activity and objective were "sent back to the drawing board" for modification. (The teacher-and-parent guidesheet for these activities are provided in Appendix B.)

The simple activity "Holding the Baby for a Better Look at Things" was used with 13 infants at an average age of 2.6 months. The objective was "to increase head-lifting and looking behavior when the infant is held at the shoulder position."

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Teachers said that 75% of the infants were doing better after approximately two weeks experience with this activity. Indeed this is verified by the observer's timing of changed behavior. In this case the target behavior was "a headlift plus visual attention to immediate surroundings."

Insert Table 1 about here

This behavior increased 105% over the two week period from an average of 53 seconds to an average of 109 seconds. Observations of the teachers' behavior showed that the activity and goal were clear since implementation was rated as successful 97% of the time. During only 61% of the sessions did the observer rank the teachers' language as adequate (i.e. "Talked to child during most of the activity" or "Talked to child almost constantly"). While the goal is for a 75% rating in language on most activities, this lower percent makes sense since the infant and adult are not necessarily facing each other during this activity. Language stimulation is certainly of less importance in this activity than in most others. Finally, 100% of the teachers who used this activity expressed a positive opinion of it. Since the guideline of a 75% rating in four out of the five data areas was met, the activity and goal were accepted into the curriculum. It should be stressed that the decision-making process depends heavily on informed professional judgement, and that additional observations may justify overriding the guidelines in specific instances. It should also be clear that the process being described here is formative evaluation (which provides information to help the program developer make decisions) and not research (which tests the validity of hypotheses).

A second activity "Choosing Between Big and Little," used with 8 infants of an average age of 10.8 months, presented a less positive profile. The target behavior observed for change was "to pick up the requested member of a large-small set of two items." Even though teachers again said 75% of the infants were doing better after 2 weeks, the teacher judgement was not confirmed by the number of correct choices counted by the observer (Table 2). In fact, there was no increase in the infants' average number of correct choices of the big and little objects. It would appear from the implementation (79%) and language ratings (94%) that the teachers were using the activity satisfactorily.

Insert Table 2 about here

The clue is perhaps in the 60% positive teacher opinion of this activity. Teachers probably disliked this activity because it was too difficult for many

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Table 1

Holding the Baby for a Better Look at Things

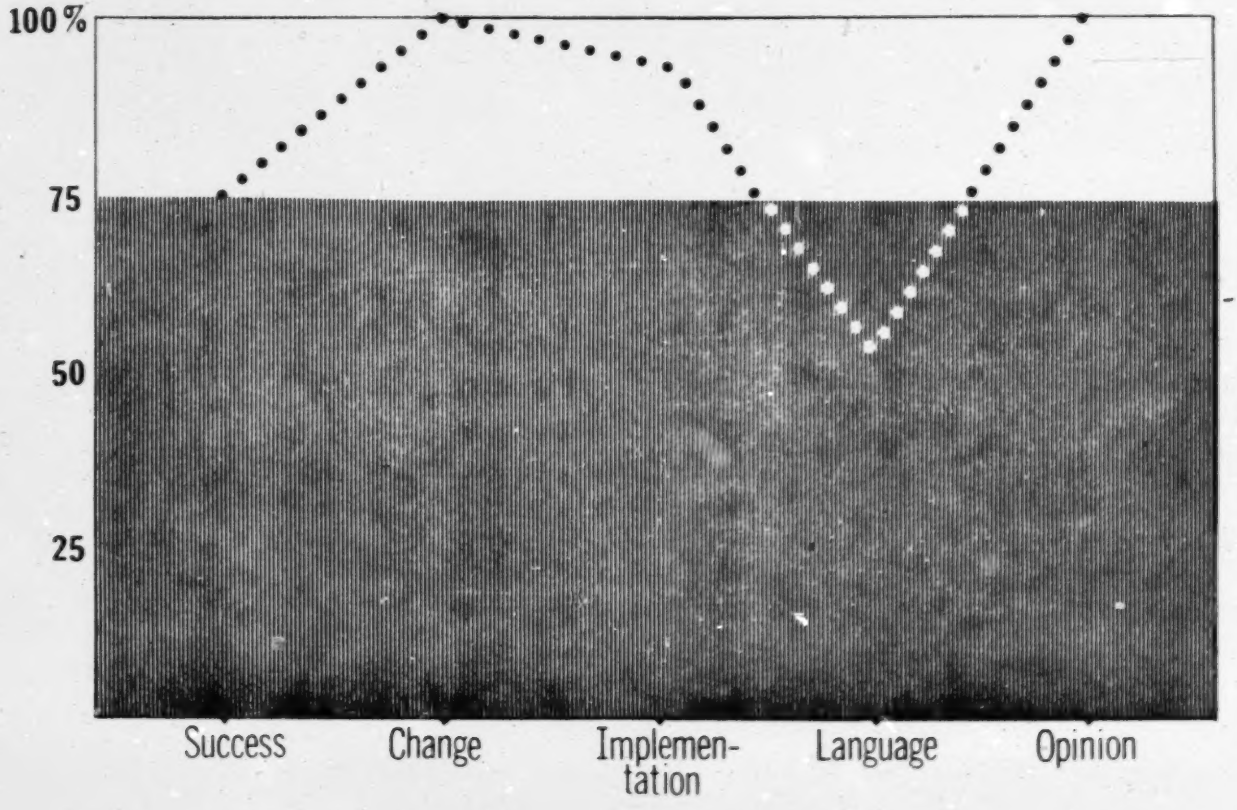

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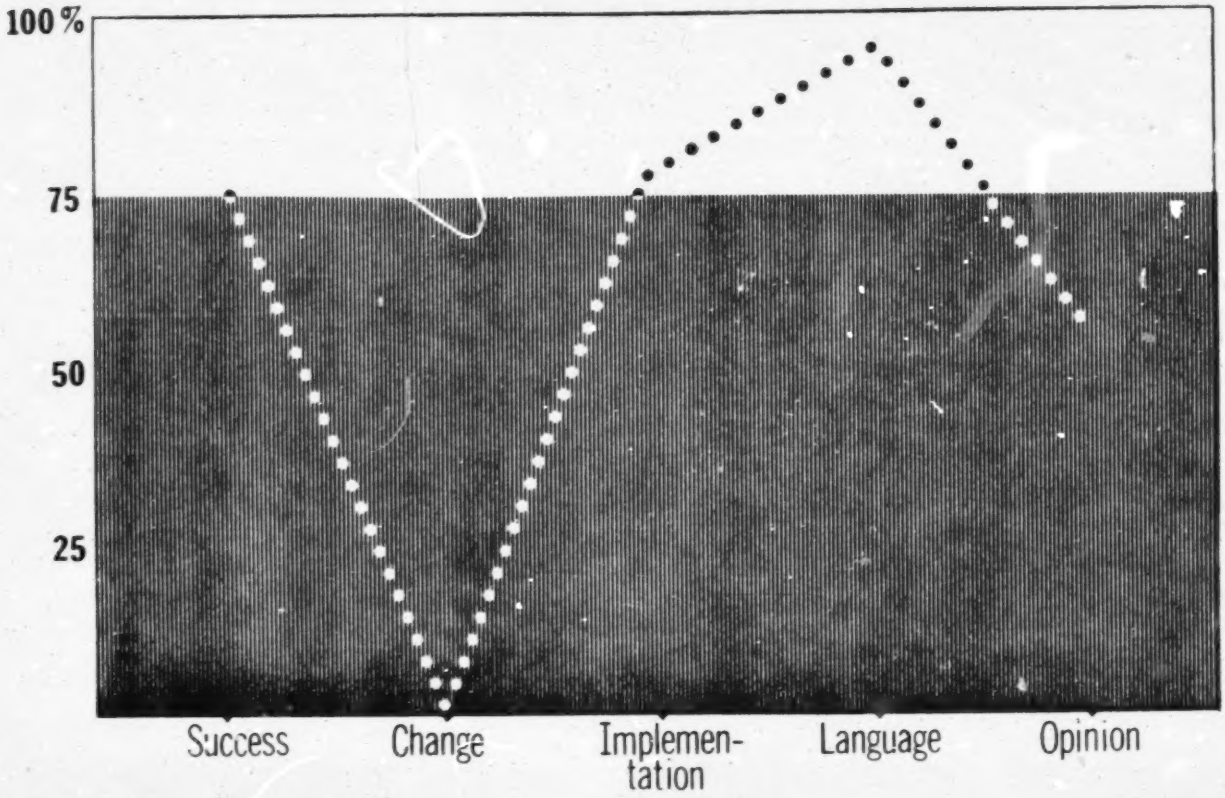
Table 2

Choosing Between Big and Little



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children. As a result, they may have "gone through the motions" of teaching it without that special enthusiasm that is a necessary part of any activity's success. The activity and goal were rejected from the curriculum for this age level.

A third activity, "Helping the Baby See Talking," (Table 3) was not rejected even though it also had two very low points on its profile.

Insert Table 3 about here

The target behavior observed for change, which was "duration of attention to the talking face," actually decreased slightly. This, coupled with an only 50% rating on Teacher Implementation, suggest that the goal and activity have not yet been tested adequately. Even though teachers were generous in reporting a positive opinion of this activity, informal comments suggest that they may feel that it is too contrived or artificial. Another possible problem may relate to the fact that the infants involved in this activity were an average of 5.1 months old. The activity was intended for somewhat younger children. These ambiguities suggest that the activity be modified and evaluated again rather than be rejected at this point. The relative importance of the source material in this particular curriculum goal also suggests that it not be easily rejected.

Feedback which aids in the on-going decision making process is essential to the curriculum developer. By making informed decisions while the goals and activities are in a formative stage, the developer can move the process forward through a series of small corrections with less chance of any large surprises at the end of the road.

Conclusions. A systematic method of synthesizing curriculum objectives can contribute significantly to the infant curriculum development process. Not only does a systematic method aid in the production of goals, it provides a reference point against which to interpret evaluation data. The emerging area of infant curriculum development provides a new and fruitful opportunity to re-examine the process by which curriculum objectives are created and/or analyzed. The usefulness of the system presented here is being demonstrated in the development of the Carolina Infant Curriculum.

Educational importance. The major significance of this system of synthesizing infant curriculum objectives is its use in translating some of the knowledge we already have into useable and accessible program materials that can reach many infants. It is not enough to do basic research on developmental retardation or to provide demonstrations of helpful programs for children. These two activities (representing new knowledge and practical application) must be supported by an effective "curriculum production machinery" if they are to reach a wide audience of children.

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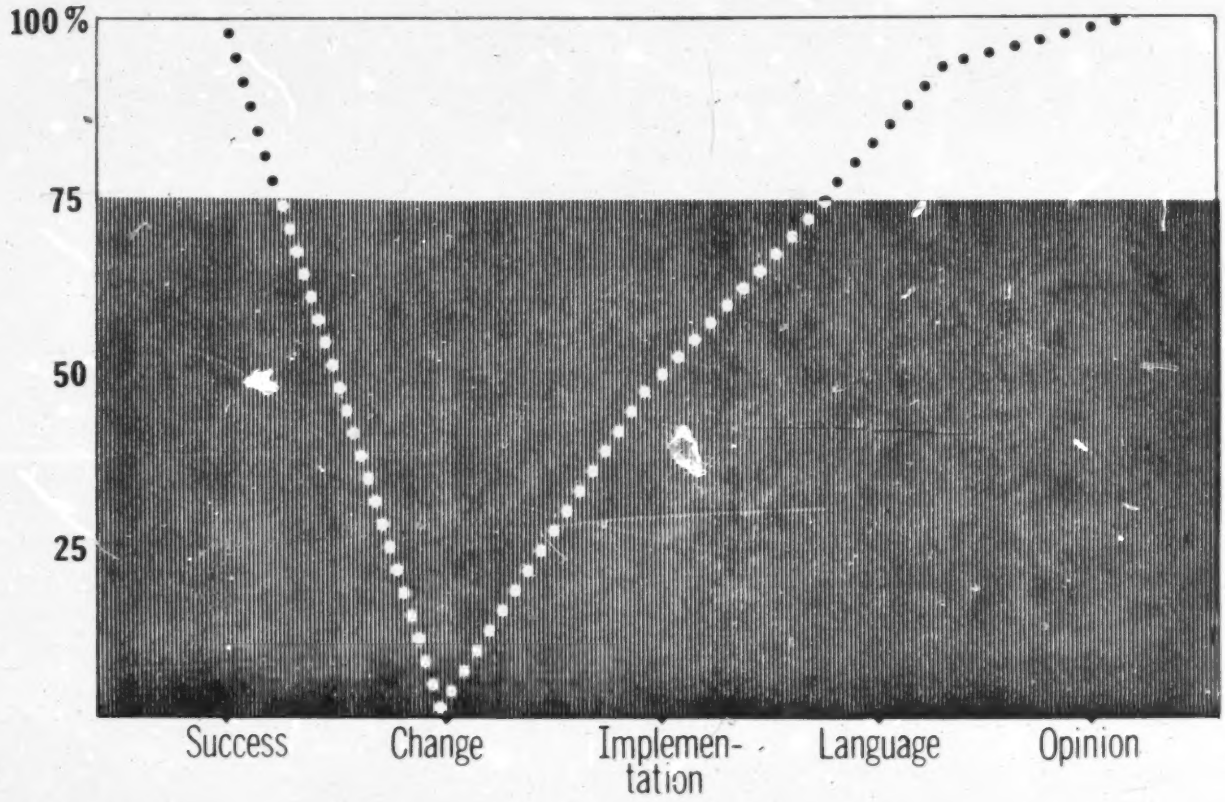
Table 3

Helping the Baby to See Talking



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Appendix A

Selected Curriculum Activities Cross-Referenced With
The Four Broad Developmental Areas

	MOTOR					LANGUAGE					SOCIAL/EMOTIONAL					COGNITIVE/PERCEPTIVE								
ACTIVITY NUMBER	HEAD	ARMS	HANDS	TORSO	LEGS	AUDITORY PERCPT.	VOCAL EXPLORATION	SUCKING & REL.ACT.	WORD PRODUCTION		CHILD	CHILD WITH MIRROR IMAGE	CHILD WITH CHILD	CHILD WITH ADULT	CHILD WITH GROUP	PROBLEM SOLVING	TACTILE	ORAL	AURAL	OLFACTORY & TASTE	INTERSENSORY	SPATIAL	VISUAL
B - 1		X	X								X						X				X		X
B - 2		X	X			X					X					X			X				X
B - 3				X		X								X							X	X	X
B - 4	X	X	X	X				X			X						X				X		X
B - 5	X	X	X	X		X		X						X			X				X	X	X
B - 6	X	X	X								X					X	X				X		X
B - 7	X	X	X									X									X	X	X
B - 8				X		X					X					X					X		
B - 9	X					X											X			X	X		X
B - 10				X		X								X			X			X	X	X	
B - 11					X						X					X					X	X	
B - 12					X							X				X					X	X	X
B - 13				X	X	X								X							X	X	
B - 14				X		X													X			X	
B - 15	X			X		X								X					X		X		
B - 16		X	X								X						X				X		X
B - 17	X													X					X		X		X
B - 18		X	X			X					X					X			X		X		X
B - 19			X											X					X		X		
B - 20		X	X			X								X			X				X		X
B - 21						X			X					X			X		X		X		X
B - 22		X	X								X												X
B - 23		X			X	X					X								X			X	
B - 24						X			X					X			X				X	X	X
B - 25	X					X			X					X		X			X		X	X	
B - 26						X								X							X		
B - 27						X			X									X			X		
B - 28				X		X	X							X							X	X	
B - 29				X		X	X							X							X	X	
B - 30		X	X								X						X		X		X		X
B - 31		X	X			X			X					X							X		X
B - 32				X		X			X					X					X		X		
B - 33		X	X								X					X	X		X		X		X
B - 34				X		X								X					X		X	X	
B - 35						X								X							X		
B - 36			X			X			X					X		X					X	X	X
B - 37			X			X			X					X		X	X				X	X	X
B - 38						X			X					X					X			X	X
B - 39			X			X					X			X			X	X			X		X
B - 40			X			X								X			X				X		

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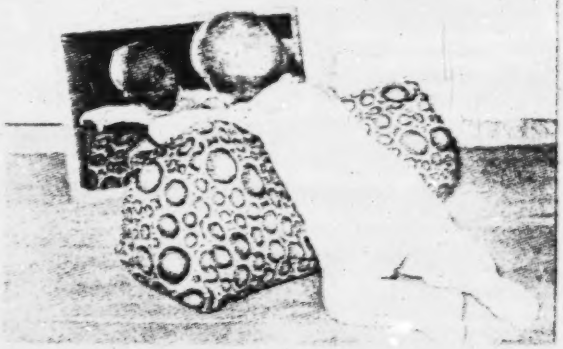
PROPPING THE BABY SO HE CAN SEE BETTER

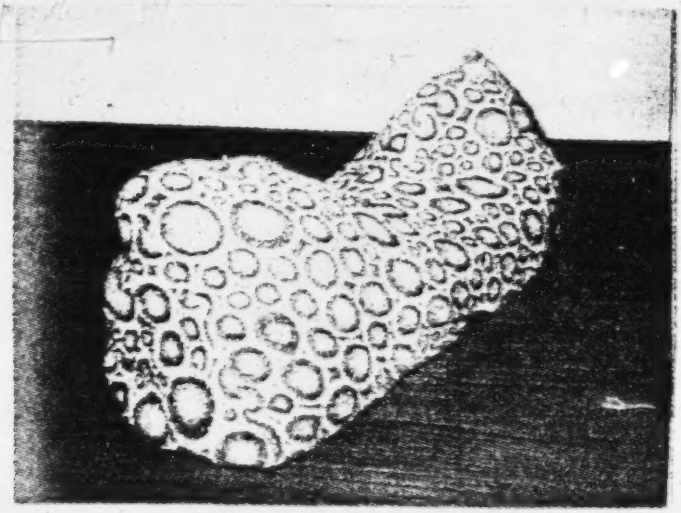
HOW

* ADULT: *Place the infant on the pillow* so he is on his chest. Be sure his arms are in front of the pillow. Watch him carefully and help him if he slips. Rest him by turning him onto his back. *Put some toys in front of him* for him to see and play with. Or put him in front of a mirror so he can see himself. Talk about the things he can see.



* INFANT: At first the infant will not hold his head up very long and will need to rest after a very short time. Later he will hold it up longer. He will push with his legs at the same time and roll over sideways.

* EQUIPMENT: Prop pillow



WHY

* GOAL: To help the baby hold his head up so he can see more. To help him use his hands better when he is on his stomach.

* USES: The baby will be happier if he is able to look around and see more things. Later, he will need to have good head balance when he is on his stomach so he can crawl.

HELPING THE BABY TO SEE TALKING

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HOW

* ADULT: *Hold your baby* with his head cupped in your hands *so that he can see your face and lips.* Lean toward him and *make some sounds* like "ahh - ahh", "oo", "eee", "m-m-m-m", "p-p-p-p". Give him time to make his own sounds. When he makes a sound by accident or intention laugh, pat, and praise him. When he is older hold him on your lap facing you.

* INFANT: The baby will watch your face and lips, may smile and will enjoy the game but may not at first make any sounds. Eventually he will begin to imitate. He will be able to accurately repeat the sounds. He will be pleased with your attention and will smile at your praise.

WHY

* GOAL: To teach the baby that sounds and mouth movement can go together. To get him to watch your face when you talk.

* USES: The baby will need to know how to make mouth noises so he can talk.

CHOOSING BETWEEN "BIG" & "LITTLE"

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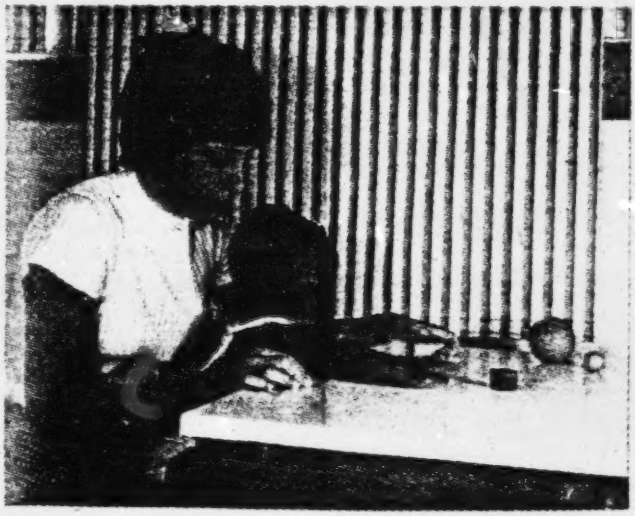
HOW

* ADULT: You should hold the child on your lap and *show him the two objects. Use the words "big" and "little"* over and over but do not use too many other words. Let the child handle to see the differences in weight etc. in "big" and "little". (Sets not in use are out of sight) After talking and handling you should *say something like "Give me the big one".* If the child chooses the wrong one, move his hand to the other and say "This is the big one". The game is over when he acts tired.

* INFANT: Infant will respond to your interest in the objects and will begin to understand when asked for big or little. Say "good, that's the little one." He may smile and chatter. His trust in himself is very easily built with praise.



* NOTE: It is best not to use things which rattle or make a noise or are too pretty because he should notice size difference only.

* EQUIPMENT: Two balls (spoons, sticks, blocks) alike except for size.

WHY

* GOAL: To show him that words go with sizes of things.

* USES: The baby will need to know the right words to talk about things he notices.

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HOLDING THE BABY FOR A BETTER LOOK AT THINGS

HOW

* ADULT: Hold the baby to your shoulder. Keep your hand near his head but *let him support his own head for a few seconds.* Do this often when you pick him up. *Sit or stand so he sees something pretty over your shoulder.* Talk to him and stroke him as you hold him. Another person could stand behind you and talk to him.

* INFANT: The baby will hold his head steady for a moment then it will drop back to your shoulder. He will soon be able to hold it up longer and longer.

* EQUIPMENT Picture or any colorful object.

WHY

* GOAL: To give him something to look at so he will want to hold his own head up.

* USES: The baby needs to be able to hold his head steady before he can learn to sit alone.

Appendix C

Definitions of Five Key Data Areas

Label	*Definition*
1. Success	Rating on a 5-point scale[1] by which the teacher judged increases or decreases in the child's skill over a two-week period. (Data item #7, Form 1).
2. Change	An objective measure (timed in seconds by an observer) showing percentage of change over two weeks in a child behavior related directly to the curriculum objective (Data item #16,17 or 18, Form 2).
3. Implementation	Rating on a 5-point scale by which an observer judges the degree to which the teacher followed the instructions for the curriculum item (Data item # 12, Form 2).
4. Language	Rating on a 5-point scale by which an observer reports the amount of time the teacher talks to the child (Data item # 6, Form 2).
5. Opinion	Report by the teacher (on a 5-point scale) of her own subjective feeling for the curriculum activity (Data item # 1, Form 3).

[1]On each 5-point scale the percentage of ratings that occurred on the top 2 points of the scale were computed. Thus a 75% on "Success" would mean that for all children, teachers ranked 3 out of 4 on either of the top points, in this case, "Does the activity much better and more quickly" and "Does better than when he began, but not as well as he could." (See data forms 2 and 3 for wording on other scales.)

Child's LAST Response to Activity

Form 1

BEST COPY AVAILABLE

Child's Name_____

Teacher_____

Name & Number of Activity_____

	Data	Column
1. Time since last feeding (check one) (8)____0-15 minutes (4)____61-90 minutes (1 1/2 hours) (7)____16-30 minutes (3)____91-120 minutes (2 hours) (6)____31-45 minutes (2)____2-3 hours (5)____46-60 minutes (1)____over 3 hours	____	30
2. State of child at beginning of activity (5)____Alert active (4)____Alert inactive (3)____Drowsy (____disinterested____bored) (2)____Fussy (1)____Crying	____	31
3. State of child at end of activity (5)____Alert active (4)____Alert inactive (3)____Drowsy (____disinterested____bored) (2)____Fussy (1)____Crying (0)____Asleep	____	32
4. Eagerness of child to participate in activity (3)____Began immediately (2)____Began slowly but independently (1)____Began slowly with encouragement (0)____Did not begin or participate	____	33
5. Child's emotional response to activity (3)____Positive (smiled, cooed or babbled, showed delight) (2)____Neutral (1)____Negative (became fussy, cried, actively avoided material)	____	34
6. Appropriateness of this activity, for this child, at this time (5)____Much too difficult (4)____Too difficult (3)____Just about right (2)____Too easy (1)____Much too easy	____	35
7. What changes, if any, have you observed since the child first experienced this activity? (5)____Does the activity much better and more quickly (4)____Does better than when he began, but not as well as he could (3)____Does slightly better than when he began (2)____No change in level of skill and interest (1)____Less skillful than when he began	____	36

LAST Observation

Form 2

	Data	Column
Child's Name_____		
Teacher_____	____	18
Name and Number of Activity_____	____	19-21
Today's Date_____	____	28-33
Number of times activity utilized_____	____	34-35

1. Time of day (check one) ____ 63

(8)____7:45-9:00 a.m. (3)____1:01-2:00 p.m.
(7)____9:01-10:00 a.m. (2)____2:01-3:00 p.m.
(6)____10:01-11:00 a.m. (1)____3:01-4:00 p.m.
(5)____11:01-12:00 noon (0)____4:01-5:15 p.m.
(4)____12:01-1:00 p.m.

2. State of child at beginning of activity ____ 64

(5)____Alert plus gross motor activity
(4)____Alert without gross motor activity
(3)____Drowsy (____disinterested____bored)
(2)____Fussy
(1)____Crying

3. State of child at end of activity ____ 65

(5)____Alert plus gross motor activity
(4)____Alert without gross motor activity
(3)____Drowsy (____disinterested____bored)
(2)____Fussy
(1)____Crying
(0)____Asleep

4. Eagerness of child to participate in activity ____ 66

(3)____Began immediately
(2)____Began slowly but independently
(1)____Began slowly with encouragement
(0)____Did not begin or participate

5. Child's emotional response to activity ____ 67

(3)____Positive (e.g. smiled, cooed, or babbled, showed delight)
(2)____Neutral
(1)____Negative (e.g. became fussy, cried, actively avoided materials)

6. Amount of language used by teacher ____ 68

(5)____Talked to child almost constantly
(4)____Talked to child during most of the activity
(3)____Talked to child during half or less of activity
(2)____Talked to child infrequently
(1)____No talk
(0)____Talk is not appropriate to this activity

Data Column

7. Variety of language used by teacher ____ 69
   (3)____Great Variety (flexible, varied, rich vocabulary, repetitions used for emphasis only)
   (2)____Moderate variety in language
   (1)____Little variety (consists mainly of repetition of one or two phrases)
   (0)____Talk is not appropriate to this activity

8. Amount of vocalization (and language) by child ____ 70
   (5)____Vocalized almost constantly
   (4)____Vocalized during most of activity
   (3)____Vocalized during half or less of activity
   (2)____Vocalized infrequently
   (1)____No Vocalization

9. Variety of vocalization (and language)by child ____ 71

much variety	little variety	
(8)_____	(7)_____	Words (may also include lalling, echolalia, babbling, etc.)
(6)_____	(5)_____	Lalling (may also include babling, cooing, chuckling, but no words)
(4)_____	(3)_____	Babbling (may also include cooing, chuckling, gurgling, but no lalling or words)
(2)_____	(1)_____	Mewing or other throaty sounds only
	(0)_____	No sounds

10. Teacher's apparent enjoyment of activity ____ 72
   (5)____Enjoyed activity very much
   (4)____Enjoyed activity
   (3)____Neutral
   (2)____Did not enjoy the activity much
   (1)____Did not enjoy activity at all

11. Distractions which occurred, if any ____ 73
   (7)____No distractions
   (6)____Another child intruded
   (5)____Child spit up or became ill
   (4)____Another adult walked nearby attracting child's attention
   (3)____Environmental disruptions (loud noises, firedrill, etc.)
   (2)____Another adult entered, talked to child and/or teacher
   (1)____Multiple distractions

12. Implementation of activity ____ 74
   (5)____According to instructions plus improvements and variations
   (4)____Exactly according to instructions
   (3)____Approximated instructions fairly
   (2)____Somewhat related to goals and instructions
   (1)____Unrelated to goals and instructions

		Data	Column
13.	Child's relative performance of task (i.e. Using your expectations for this child, at this time, on this task, how did he do?) (5)____Completely up to expectation (or even better than expected) (4)____Almost as well as could be expected (3)____Fair, all things considered (2)____Less than he should have done (1)____Not at all up to what he should have been able to do	____	75
14.	Child's absolute performance of task (i.e. Not taking into account the child's abilities, previous experience or the appropriateness of the task, how did he do?) (5)____Did the task with complete competence (4)____Did the task well (3)____Did the Task moderately (2)____Did the task inadequately or in a rudimentary fashion (1)____Did not do the task at all	____	76
15.	Appropriateness of this activity, for this child, now (5)____Much too difficult (4)____Too difficult (3)____Just about right (2)____Too easy (1)____Much too easy	____	77
16.	Measurement #1 (Name)_____ ____mean	____	12-15
17.	Measurement #2 (Name)_____ ____mean	____	16-19
18.	Measurement #3 (Name)_____ ____mean	____	20-23

Total Time _____

Observer_____

TEACHER OR PARENT OPINION OF ACTIVITY Form 3

Activity_____

Adult Participating_____

Are the directions easy to understand?*

Are the directions logical and easy to follow?

Were you "comfortable" with the activity?

Can you suggest any changes that would make this activity more enjoyable for either you or the child?

Does this activity suggest another to you?

How do you feel about this activity?	☐ dislike it a lot	☐ dislike it a little	☐ not sure about it	☐ like it a little	☐ like it a lot

*Please "mark up" the original activity sheet in any way you wish.